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THE MODERN LANGUAGE ASSOCIATION OF AMERICA

THIRD UNION MEETING

The thirty-third annual meeting of the MODERN LANGUAGE ASSOCIATION OF AMERICA, third Union Meeting, was held under the auspices of Western Reserve University and Case School of Applied Science at Cleveland, Ohio, December 28, 29, 30, 1915, in accordance with the following invitations:

PRESIDENT'S ROOM
WESTERN RESERVE UNIVERSITY
ADELBERT COLLEGE
CLEVELAND

18 December, 1914.

My dear Mr. Howard:

I am grateful for the intimation made to me by Professor Emerson that general conditions might permit your Association to hold its next annual meeting in Western Reserve University. I trust these intimations are confirmed and reinforced by the desire of the members themselves to give to Western Reserve University this great advantage. For it would be a peculiar pleasure again to receive your members and to do all that can be done to make your presence in Cleveland a cause of happiness to yourselves.

May I not have the honor of conveying to my associates your acceptance of this invitation, an invitation which, however informal, is most hearty?

Believe me, with considerations of great respect and regard,

Ever yours,

CHARLES F. THWING,
President.

W. G. HOWARD, Esquire,
*Secretary, The Modern Language
Association of America.*

CASE SCHOOL OF APPLIED SCIENCE
CLEVELAND, OHIO

President's Office

December 23, 1914.

PROF. W. G. HOWARD,

Secretary, Modern Language Association.

Dear Sir:—

On behalf of the Trustees and Faculty of Case School of Applied Science, I wish to extend a cordial invitation to the Modern Language Association to hold its next meeting in Cleveland. On many accounts we are deeply interested in the work which your Association is doing. I think I can assure the Association a pleasant time if they accept our invitation, and I believe the meeting will be of great advantage to the educational institutions centering here.

Very truly yours,

CHARLES S. HOWE,
President.

The sessions were held in the Assembly Room of the Hollenden Hotel, at Adelbert College of Western Reserve University, and in the Physics Lecture Room of Case School of Applied Science. The President of the Association, Professor Jefferson B. Fletcher, of Columbia University, presided at all.

FIRST SESSION, TUESDAY, DECEMBER 23

Assembly Room of the Hollenden Hotel

The meeting was called to order at 2.40 p. m.

The Secretary of the Association, Professor W. G. Howard, presented the following statistics:

GEOGRAPHICAL DISTRIBUTION OF MEMBERS

	Dec. 1911		Dec. 1915
		New Engl.....	248
East	516	Mid. Atl.....	366
			614
South	81	South	122
Middle West.....	234	Middle West.....	335
Far West.....	147	Far West.....	145
Canada	14	Canada	16
Europe	6	Europe	8
Mexico	1	So. America.....	1
Philippines	2	Asia	1
	<hr/>		<hr/>
	1001		1242

DISTRIBUTION BY DEPARTMENTS, 1915

English	444
German	325
Romance	278
Mod. Langs.....	85
Comp. Lit. and Phil.....	6
Miscellaneous	104
	<hr/>
	1242

DISTRIBUTION OF ARTICLES AND AUTHORS IN *Publications*, 1912-1915

English	52	New England	25
Romance	21	Mid. Atlantic.....	17
German	4	Mid. West.....	38
Comp. Lit.....	14	Far West.....	10
General	5	South	6
	<hr/>		<hr/>
	96		96

The Secretary presented as his report Volume xxx of the *Publications* of the Association, containing the minutes of the last annual meeting; and the same was unanimously accepted.

On motion of the Secretary it was

Voted: that the thanks of the Association be exprest to Professor C. Alphonso Smith for representing the Association at the inaugura-

tion of President Graham of the University of North Carolina on April 21, 1915.

The Treasurer of the Association, Professor A. F. Whittem, presented the following report:

A. CURRENT RECEITS AND EXPENDITURES

RECEITS			
Balance on hand, Dec. 21, 1914,	-	-	\$ 861 57
From Members, for 1909,	-	\$ 6 00	
“ “ “ 1910,	-	6 00	
“ “ “ 1913,	-	57 00	
“ “ “ 1914,	-	182 00	
“ “ “ 1915,	-	3,098 20	
“ “ “ 1916,	-	57 00	
“ “ of the Philological			
Assoc. of the Pacific Coast,	-	34 50	
			\$3,440 70
From Libraries, for Vol. XXVII,	-	\$ 2 70	
“ “ “ “ XXVIII,	-	2 70	
“ “ “ “ XXIX,	-	16 20	
“ “ “ “ XXX,	-	209 25	
“ “ “ “ XXXI,	-	82 35	
			313 20
For <i>Publications</i> , Vols. VIII-XX,	-	\$ 170 10	
“ “ “ XXI-XXX,	-	177 08	
			347 18
For Reprints, Vol. XXIX,	-	\$ 4 00	
“ “ “ XXX,	-	56 00	
From Advertizers, Vol. XXIX,	-	127 50	
“ “ “ XXX,	-	27 50	
Miscellaneous,	-	83	
			215 83
Interest, Current Funds,			
Charles River Trust Co., Cambridge,	\$ 43 34		
Interest on Permanent Fund,	-	266 00	
			309 34
For Reprinted Vol. I, Old Series,	-	\$ 16 00	
“ “ “ II, “ “	-	18 00	
“ “ “ III, “ “	-	75 40	
“ “ “ IV, “ “	-	74 70	
			184 10
			<hr/> 4,810 35
			<hr/> <hr/> \$5,671.92

EXPENDITURES

To Secretary, for Salary, - - -	\$ 400 00	
" " " Stationery, - - -	70	
" " " Postage and Ex-		
pressage, - - -	30 47	
" " " Proof Reading, - - -	21 00	
	<hr/>	\$452 17
To Secretary, Central Division, for		
Salary, - - -	100 00	
" " for Postage and Tele-		
grams, - - -	2 90	
	<hr/>	102 90
To Treasurer, for Salary, - - -	200 00	
" " " Stationery and		
Printing, - - -	9 50	
" " " Postage and Ex-		
pressage, - - -	123 64	
" " " Clerical Services, - - -	48 50	
" " " Expenses, - - -	12 06	
	<hr/>	393 70
For Printing <i>Publications</i> ,		
XXX, 1, - - - - -	820 70	
XXX, 2, - - - - -	1,024 00	
XXX, 3, - - - - -	973 16	
XXX, 4, - - - - -	908 90	
	<hr/>	3,726 76
To Committee on Grammatical No-		
menclature, - - - - -	150 00	
" Managing Trustee of Permanent		
Fund, - - - - -	37 00	
" Committee on Collegiate Training		
of Teachers of Modern Foren		
Languages, - - - - -	35 70	
For Printing and Mailing Program of		
33d Annual Meeting, - - -	136 84	
For Exchange, - - - - -	6 24	
	<hr/>	365 78
	<hr/>	\$5,041 31
Balance on hand, Dec. 22, 1915, - - -		630 61
		<hr/>
		\$5,671 92
		<hr/>

B. INVESTED FUNDS

Bright Fund (Eutaw Savings Bank, Baltimore),			
Principal, Dec. 21, 1914,	-	-	\$1,804 28
Interest, April 1, 1915,	-	-	63 00
			<hr/> \$1,867 28
von Jagemann Fund (Cambridge Savings Bank),			
Principal, Dec. 21, 1914,	-	-	1,252 90
Interest, July 22, 1915,	-	-	56 99
			<hr/> 1,309 89
			<hr/> <u>\$3,177 17</u>

COMPARATIVE STATEMENT FOR 1911-1915

A. CURRENT FUNDS

Balance on hand, Dec. 22, 1915,	-	\$	630 61
" " " Dec. 23, 1911,	-		463 78
			<hr/>
Increase,		\$	166 83

B. INVESTED FUNDS

Principal, Dec. 22, 1915,	-	-	\$3,177 17
" Dec. 23, 1911,	-	-	2,781 05
			<hr/>
Increase,			396 12
			<hr/>
Total Increase since last Union Meeting,			<u>\$562 95</u>

The President of the Association appointed the following committees:

To nominate officers: Professors F. N. Scott, W. A. Nitze, B. P. Bourland, Raymond Weeks, Max Poll.

To audit the Treasurer's report: Professors M. B. Evans, J. P. W. Crawford, Hardin Craig.

On Resolutions: Professors L. F. Mott, W. W. Comfort, T. J. C. Diekhoff.

The Chairman of the Central Division, Professor W. H. Hulme, of Western Reserve University, announced that

the Secretary of the Division, Professor C. B. Wilson, had resigned his office, and appointed as a committee to nominate his successor Professors S. H. Bush, B. J. Vos, A. C. L. Brown.

The reading of papers was then begun.

1. "Shakespeare's Pronunciation." By Professor Harry Morgan Ayres, of Columbia University.

[Possibility of knowledge in this field. The sources of evidence. What may be said to be known. Some uncertainties with regard to Elizabethan pronunciation. Some uncertainties with regard to Shakespeare's position in questions of divided usage. Attempted reconstructions.—*Thirty minutes.*]

This paper was discussed by Professors F. N. Scott and Raymond Weeks.

2. "The Siege of Paris—by the Saracens." By Professor William Wistar Comfort, of Cornell University.

[Introduction of this episode in the French epic. Professor Bédier's theory applied to it. Its wide extension in the Italian poems. Some illustrative details of the siege. Occurrence of the episode as late as the nineteenth century.—*Twenty minutes.*]

3. "The Auntings of King Arthur." By Professor Arthur C. L. Brown, of Northwestern University.

[In Robson's edition of the Ireland MS., 43 out of the 55 stanzas of the *Auntings* are linked. Other MSS. supply links for all but two of those stanzas which are unlinked in Robson. The conclusion is that all copies of the *Auntings* go back to one archetype, which was the work of a rather skilful versifier, doubtless the man who combined into one romance the Guinevere and Galeron incidents.—*Fifteen minutes.*]

4. "The Rhythmic and Melodic Form of Schiller's *Lied von der Glocke.*" By Professor Ernst Feise, of the University of Wisconsin.

[The aim of the paper was to exemplify modern methods of metrical

investigation by analyzing in detail a well known poem and by describing its *Schallform* from an historical and an esthetic point of view.—*Twenty minutes.*]

This paper was discussed by Professor B. Q. Morgan.

5. "The English Moralities and Spenser's *Faerie Queene*, Book I." By Mr. Robert Shafer, of Princeton University.

[The allegory in the first book of the *Faerie Queene* is of the same nature as that allegory—usually called "Conflict of Virtues and Vices"—which predominates in the English morality plays. Definite morality plays from which Spenser obtained the whole groundwork of his conception and treatment in this book of the *Faerie Queene*.—*Twenty minutes.*]

This paper was discussed by Professor W. A. Neilson.

6. "The Religious Experience of Coleridge between 1794 and 1798." By Professor Solomon F. Gingerich, of the University of Michigan.

[The period between 1794 and 1798 witnessed not only the expansion of Coleridge's literary powers to complete maturity, but also a rapid growth in his religious ideals, marked chiefly by a change from a religion of opinions to a religion of experience. Evidence of this growth in his letters, poems, and other documents of the period.—*Fifteen minutes.*]

At eight o'clock in the evening of Tuesday, December 28, members of the Association gathered in the Assembly Room of the Hollenden Hotel. They were welcomed to Cleveland by President Charles F. Thwing of Western Reserve University and Professor Arthur S. Wright of Case School of Applied Science. Thereupon the President of the Association, Professor Jefferson B. Fletcher, of Columbia University, delivered an address entitled "Our Opportunity."

After this address there was a reception for members of the Association at the home of Mr. Samuel Mather, 2605 Euclid avenue.

SECOND SESSION, WEDNESDAY, DECEMBER 29

Adelbert College of Western Reserve University

The session began at 10 a. m.

The Secretary presented a communication from the chairman of the Committee on the Reproduction of Early Texts, as follows:

The Committee on the Reproduction of Early Texts, which was continued at the last Union Meeting "in order to safeguard the interests of American contributors to the Cædmon facsimile," regrets to report that the issue of this facsimile, undertaken by Professor I. Gollancz on behalf of the British Academy, has not yet been achieved. A further continuance of the Committee is therefore suggested.

On motion of the Secretary the Committee was continued.

For the Trustees of the Permanent Fund Professor W. A. Neilson, managing trustee, reported that the fund amounted December 22, 1915 to \$6,650.

On behalf of Professor W. G. Hale, chairman, the Secretary moved that the representation of the Association upon the Joint Committee on Grammatical Nomenclature be continued; and the motion was unanimously adopted.

The Executive Council proposed the following amendments to the Constitution, according to which the offices of Secretary and Treasurer shall be combined, the Editorial Committee shall be increased by one, and all officers of the Association shall constitute the Executive Council. As amended, Articles III, IV, and V would then read:

Article III: Any person whose candidacy has been approved by the Secretary-Treasurer may become a member on the payment etc.

Article IV, Section 1: The officers and governing boards of the Association shall be: a President, three Vice-Presidents, a Secretary-Treasurer; an Editorial Committee consisting of the Secretary of the Association (who shall be Chairman *ex officio*), the Secretaries of the several Divisions, and three other members; and an Executive Council consisting of the afore-mentioned officers, the Chairmen of the several Divisions, and seven other members.

Article V: The President, Vice-Presidents, and Secretary-Treasurer shall perform the usual duties of such officers. The Secretary shall etc.

On motion of the Secretary the proposed amendments were unanimously adopted and the Constitution was amended accordingly.

On motion of Professor James Geddes it was unanimously

Voted: that there be paid annually to the Secretary-Treasurer for salary and clerical services the sum of \$750.

On behalf of the Executive Council the Secretary nominated for Honorary Membership in the Association

Charles Harold Herford, University of Manchester

Sir Sidney Lee, University of London

Kristoffer Nyrop, University of Copenhagen

George Saintsbury, University of Edinburgh

and they were unanimously elected Honorary Members.

The reading of papers was then continued.

7. "The Literary Criticism of Anatole France; its significance in the Development of his Ideas." By Professor Lewis Piaget Shanks, of the University of Pennsylvania.

[Subjectivity in the early literary biographies (*Génie latin*); the dilettanteism of *La Vie littéraire* (1888-1892), and the reaction

foreshadowed in the third and fourth volumes of these *causeries* on contemporary life and literature.—*Twenty-three minutes.*]

8. "Schiller's *Wilhelm Tell* and the *Volksstück* of the Eighteenth and Nineteenth Centuries." By Professor Adolf Busse, of Hunter College of the City of New York.

[Conscious of the concessions to popular taste in the style and form of *Wilhelm Tell*, Schiller elevated the *Volksstück* to the dignity of a work of art, and became the forerunner of Raimund, Nestroy, and Anzengruber.—*Twenty minutes.*]

This paper was discussed by Professor Camillo von Klenze.

9. "An Eastern Model for the Setting of Guillaume de Lorris's *Roman de la Rose*." By Professor Frederick Morris Warren, of Yale University.

[While the material for Guillaume de Lorris's *Roman de la Rose* can be largely assigned to Western sources, its setting seems to have been Byzantine in origin. The first six books of Eustathius Macrembolites' *Hymene and Hysmenias* (before 1186?) locate the action near and in a park which is surrounded by a wall decorated with allegorical characters, including Eros and his worshippers. The lover has visions of Eros, of his mistress bringing a rose to him, and the conversation with his mistress, when he is awake, contains the metaphor of the hedge protected flower.—*Twenty minutes.*]

10. "Why did Shakespeare create Falstaff?" By Professor Albert H. Tolman, of the University of Chicago.

[It has been thought by some that Falstaff is merely the comic character, the fun-maker in Parts I and II of *Henry IV*. The view here taken was that this character is indispensable to Shakespeare's serious purpose, that Falstaff is a structural necessity.—*Twenty minutes.*]

11. "Negro Spirituals." By Professor John A. Lomax, of the University of Texas.

[Unedited matter taken down at Negro Camp Meetings. The psychology of the Negro as revealed in his spiritual songs. Characteristic songs group about his theological notions.—*Thirty-five minutes.*]

At one o'clock on Wednesday, December 29, luncheon was served to members of the Association at Hayden Hall on the campus of the College for Women, Western Reserve University.

At two o'clock in the afternoon of Wednesday, December 29, Professor Dayton C. Miller, of Case School, spoke to members of the Association in the Physics Building of Case School on "The Physical Analysis of Speech Sounds."

THIRD SESSION, WEDNESDAY, DECEMBER 29

Adelbert College of Western Reserve University

The session began at 3.10 p. m.

Professor James Fleming Hosic, chairman, made a brief statement concerning the progress of the Committee on the Preparation of College Teachers of English.

The reading of papers was then continued.

12. "A Further Study of the Heroic Tetrameter." By Professor Charles W. Cobb, of Amherst College.

[Definition and illustration. Heroic tetrameter distinguished from other ten-syllable tetrameters (1) not in heroic verse, (2) in heroic verse. Heroic tetrameter distinguished from heroic pentameter. Readers read the line as tetrameter and scan it as pentameter. Poets have used the line as a tetrameter (1) to relieve the monotony in heroic verse, (2) in cases where two consecutive dimeter lines make a heroic tetrameter, (3) in recognized tetrameter.—*Twenty minutes.*]

This paper was discussed by Professors W. A. Neilson, F. N. Scott, and C. H. Page.

13. "The Rise of a Theory of Stage Presentation in England during the Eighteenth Century." By Miss Lily B. Campbell, of the University of Wisconsin.

[I. Classical tendencies from 1690 to 1741: dependence on authority in the interpretation of character, conventionalized tone and gesture in the presentation of tragedy. II. Revolt against classicism, 1741 to 1776: interpretation of character in the light of nature, realistic or imitativ method of presentation. III. The "Grand Style" after 1776. IV. Parallel development of a theory of acting and the theory and practis of painting and other fine arts.—*Twenty minutes.*]

14. "Matthew Arnold's Interpretation of 'Hebraism' and 'Hellenism' as compared with the corresponding Formula of Heine." By Mr. Hermann J. Weigand, of the University of Michigan.

[I. Significance of the *Schlagwort*. II. Arnold's relation to Heine: (1) Nature and extent of Arnold's acquaintance with Heine's works; (2) Comparison of Arnold's and Heine's formulas; Arnold's formula a radical reinterpretation of Heine's. III. Other possible sources: Arnold's father; Renan. IV. Conclusion.—*Thirty minutes.*]

At the close of this session there was a meeting of the American Dialect Society.

At three o'clock in the afternoon of Wednesday, December 29, there was at Adelbert College a meeting for informal discussion of the forthcoming report of the Committee on the Collegiate Training of Teachers of Modern Foren Languages; and at four o'clock in the same place a meeting for the organization of an association with primarily pedagogical aims, one of the purposes of which is the establishment of an organ for the exchange of ideas and the discussion of problems.

From four to six o'clock in the afternoon of Wednesday, December 29, the gentlemen of the Association wer receivd at the Rowfant Club.

At seven o'clock in the evening of Wednesday, December

29, the ladies of the Association dined together at the Hollenden Hotel.

At half past eight o'clock in the evening of Wednesday, December 29, the gentlemen of the Association were entertained at a Smoker at the University Club.

FOURTH SESSION, THURSDAY, DECEMBER 30

Physics Lecture Room, Case School of Applied Science

The session began at 10.07 a. m.

Professor Hardin Craig reporting on behalf of the Auditing Committee that the Treasurer's accounts had been found correct, it was unanimously

Voted: that the Treasurer's report be accepted.

On behalf of the Committee on the Collegiate Training of Teachers of Modern Foreign Languages Professor A. R. Hohlfeld, chairman, presented the following report:

Ladies and Gentlemen:

Your Committee on the Collegiate Training of Teachers of Modern Foreign Languages regret to say that they are not yet prepared to submit a definitive report. We have sent out during the present college year an extensive questionnaire, thru which we have attempted to establish in considerable detail how the general problem appears to a large number of German and Romance departments in the different types of colleges and universities all over the country, and what steps toward its solution have already been taken or are under consideration. In this connection we desire to express our thanks to all of those colleagues who aided us in this endeavor by furnishing replies, many of them prepared with admirable patience, candor, and accuracy; and the chairman in particular is glad of this opportunity to express his gratitude not only to his colleagues on the committee but also, in large measure, to some of his colleagues in his own department, without whose ready and able assistance even the preliminary report herewith submitted could not have been completed.

The committee not only feel convinced, from the number and tenor of the answers received, that in the large majority of institutions there exist genuine interest in the problem and candid recognition of its importance and of our responsibility, but it also appears that the needs and possibilities of the local situations have already found expression in a considerable number of definite provisions and regulations.

In the preliminary report which we submit herewith we have collated this large amount of valuable and interesting information—about 70 correspondents having answered the majority, if not all, of considerably over 200 questions. Omitting a great deal of detail, we have tried to present in as clear an outline as possible the attitude of our profession toward the more important phases of the problem, (a) in regard to the broader aspects of policy, organization, and administration and (b) in regard to the content, method, and sequence of those more advanced courses thru which candidates receive whatever departmental training, in the most comprehensive sense of the term, we are willing and able to give them. Our attitude toward this second part of the report, *i. e.*, toward the description of the advanced courses in language, literature, phonetics, method, etc., was largely influenced by the consideration that the methodology of the more elementary language courses has been the subject of repeated careful investigation by committees of this and of other associations, whereas hardly any information is so far available on the methods and aims of the more advanced undergraduate or less advanced graduate courses in college or university. And while of course everybody would readily agree that questions of methodology have quite a different importance for the more elementary types of work from that which they have for advanced courses, it would still be a grave mistake to assume that, in regard to the latter, we could afford to sacrifice that availability of accumulated experience without which continuity of tradition and hence natural progress become impossible in any science, art, or profession.

Our preliminary report is at present purely objective and descriptive in character. It outlines existing conditions, but does not recommend action, except in so far as a mere description of things found carries with it an inherent element of criticism and suggestion. Should this Association be of the opinion that in proceeding in this inductive manner we are on the right track, or at any rate that we are on a track which you would like to see us follow further, we should be willing to prepare a definitive and comprehensive report, approximately 50 to 100 printed pages in length, which, if finally approved, we should like to have made generally available in printed form.

In such a final report we should certainly not restrict ourselves to the rôle of an impersonal recorder of fact. We should freely express opinions and add comment, pointing to advantages and disadvantages as we see them; but in the main we should even then rely on a full and impartial presentation of different methods of dealing with the problems in question as the best means of promoting a real clarification of opinions and a reasonable unification of practice.

For it must be borne in mind that only in this way shall we be able to discuss with freedom and propriety certain important aspects of the situation in regard to which the advisability of definite action on the part of our Association might well be questioned. Considerable improvement in the training, certification, and method of appointment of secondary teachers of modern foreign languages can no doubt be accomplished thru efforts within the departments of German and of Romance languages. But in many of its aspects the problem transcends entirely departmental jurisdiction. Many phases of it touch, and touch vitally, the relation of the different departments of instruction to the departments of education and to the general policy and organization of at least the so-called colleges of Liberal Arts; and still other aspects of the problem lie even outside the immediate realm of the colleges and universities and depend on the one hand on state boards and state legislatures, and on the other, on the local school authorities. As regards these aspects of the situation, and they are among the most serious, the language departments merely share the fate of all other departments whose subjects belong to the high school curriculum and they should therefore be handled by general educational associations, or they are interwoven with the widely different local conditions of the various states and can then be solved only by efforts within the suitable organizations of the individual states.

In view of all these considerations your committee, if asked to prepare a final report along the lines indicated in the present preliminary one, will not invite this Association to commit itself by a formal vote to any definite set of resolutions or recommendations. For we feel that by proceeding in this freer and less dogmatic manner we can best serve a cause in which we apparently are all deeply interested, yet not always of one mind in regard to the best methods of attaining the object sought.

Respectfully submitted,

On behalf of the Committee,

A. R. HOHLFELD, *Chairman.*